

CYFAR

Children, Youth, and Families
At Risk Program



2005 Annual Report

<http://www.csrees.usda.gov/cyfar>

CYFAR and 4-H Military Partnerships Demonstrate Extension Capacity

Extension 4-H and Family Consumer Sciences faculty have responded rapidly in 2005 to urgent needs of citizens – whether for natural disasters or military deployments. When hurricanes struck the Gulf States, Extension faculty worked with partner organizations to expand support to affected youth and families. Operation: Military Kids programs were called upon to help when National Guard members and their families lost homes and were forced to evacuate or called to active duty. Louisiana CYFAR faculty quickly established a new CYFAR community site for evacuee youth and families from New Orleans who had come to East Baton Rouge and CSREES made a commitment of financial support. On the first weekend of the storm, CYFERnet posted educational and support resources to help educators and service providers cope with the extra stress and work loads. Since then, they have collaborated with Extension Disaster Education Network (EDEN) on web-based trainings and conferences. Extension faculty from the impacted states credit their CYFAR and Military partnerships — vital relationships with community agencies and citizens in CYFAR communities and with National Guard in OMK work - for bringing 4-H Extension to the center of recovery efforts.

These experiences clearly set a standard for the future work of the Cooperative Extension System. They have proven that Extension is a valuable and well networked resource capable of anticipating emerging issues and responding to new challenges. Military children and families continue to face stresses of deployments, re-deployments, and reunions. Base closings and relocations of families returning from overseas to the U.S. will add stresses to the schools and communities that are either losing or gaining large populations. The exposure of the low income people most severely affected by the hurricanes in the Gulf States calls for more attention to poverty and risk issues which are central to the mission of CYFAR. Extension's capacity to reach at-risk populations, to collaborate effectively to meet citizen needs and to sustain such programs long term will continue to be a vital resource for children, youth, and families facing risks in communities across the country.

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US Department of Agriculture

CYFAR

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and Families
At Risk
Program**

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Massachusetts: Working together on a community beautification project.

CYFAR 2005 Program

CYFAR Focuses on *Needs* of Youth and Families

American children who are at risk for negative outcomes: infant mortality, undernourishment, abuse, neglect, poor health, substance abuse, teenage pregnancy, crime, violence, and academic underachievement - those children and youth who risk not acquiring the basic skills they need to become responsible family members, participants in the work force or contributing citizens, are the focus of the CYFAR program.

While children and youth living in low income families and high risk environments face many challenges, CYFAR programs utilize youth development strategies to focus on positive outcomes for young people, rather than only preventing negative outcomes. The CYFAR program vision is for “communities where children and youth lead positive, secure, and happy young lives while developing competencies necessary for fulfilling, contributing adult lives.”

The CYFAR Program is based on research on effective programs for at-risk youth and families and on needs of young people – considering the whole young person, not just a single characteristic or problem. Therefore, the “Essential Elements of 4-H Youth Development” apply to CYFAR.

Youth need to experience **BELONGING**.

They need to know they are cared about by others and feel a sense of connection to others. They need opportunities for long-term consistent relationships with adults other than their parents – opportunities to feel physically and emotionally safe while actively participating in a group. CYFAR programs treat all members of the community with respect and dignity, providing a welcoming atmosphere where all children, youth, and parents can experience belonging.



Alabama

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Youth need to experience **INDEPENDENCE** – to know that they are able to influence people and events through decision-making and action. By exercising independence through leadership opportunities, youth mature in self-discipline and responsibility, learn to better understand themselves and become independent thinkers. Youth and adult CYFAR program participants play key roles in identifying issues and needs and in program implementation.

Youth need to experience **MASTERY** — to develop self-confidence, to believe they are capable, to experience success in solving problems and meeting challenges. Youth must have access to quality research-based content and have opportunity to learn by doing. By exploring 4-H projects and activities, youth master skills to make positive career and life choices. CYFAR offers youth the breadth and depth of topics that allow them to pursue their own interests within a safe environment for making mistakes and getting feedback.

Youth need to experience **GENEROSITY** – to feel their lives have meaning and purpose. Community service projects allow CYFAR youth to see that their effort to help others is important and valuable. By participating in community service and citizenship activities, youth and adults involved in CYFAR programs connect to their communities and give back to others – they learn that they are part of a global community.



Integrated Program Components – Community, Technology, and Sustainability

CYFAR programs integrate three program components in all community-based projects. The *Community Component* captures the “ecological” approach of CYFAR projects connecting the projects to existing networks as well as insuring that the family and community remain strong contexts for program participants. The *Technology Component* recognizes the importance of the teaching and utilization of technology, including technology in program planning, implementation, and evaluation. The *Sustainability Component* requires planning early in the life of the CYFAR project for how the project will evolve, change and ultimately become institutionalized both in the community and within Extension.

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Extension Resources for CYFAR Programs

Extension has the capacity to provide a broad spectrum of educational programs for children, youth, and families. 4-H offers opportunities for youth to participate in citizenship and civic education, communications and expressive arts, consumer and family sciences, environmental education and earth sciences, and healthy lifestyle programs. Family & Consumer Sciences offer parent and family education, child care training, family financial education, and nutrition education. Extension professionals are well connected and have the capacity to bring a wide variety of university and community resources together to address needs of low income, at risk youth and families. School age and teen programs are directed to youth and encourage parent and family involvement. Family programs work directly with families and impact children and youth through their parents. The particular program strategies employed in a community are determined by the needs identified and prioritized by the people in the community. Effective CYFAR projects utilize the expertise and resources of the total Land-Grant University System, the National Children, Youth, and Family Education and Research Network (CYFERnet), and existing programs and resources offered by other agencies and organizations in their states.

Children, Youth, and Families At Risk Programs in 2005

Through an annual Congressional appropriation for the National Children, Youth, and Families at Risk (CYFAR) Program, CSREES allocates funding to Land Grant University Extension Services for programs for at-risk children and their families and for enhancing Extension capacity to serve this audience. To assure that critical needs of children and families are met, the universities support comprehensive, intensive, research-based community programs. CYFAR also supports a system of technical assistance and training for the community and university faculty who conduct CYFAR programs. Complete descriptions of all CYFAR programs can be found under “CYFAR Public Data Site” at the CYFAR web site: <http://www.csrees.usda.gov/cyfar>.

Demographic Data

In 2005, CYFAR projects in 43 states supported community programs in 165 sites reaching 35,322 youth and adults. The majority of participants are school age and teen (41% are in K-6th grades, 29 % in 7-12th grades) and 24% are parents. Sixty percent (60%) are from rural areas and small towns, 36 % are from cities and 5% from suburbs. The bar graphs show the diversity of youth and adults involved as participants, staff and volunteers in the community programs. In these community programs, 180 paid staff were supported by 4,026 volunteers who committed over 200,000 hours.

Connecticut

“New Communities - New Connections ”
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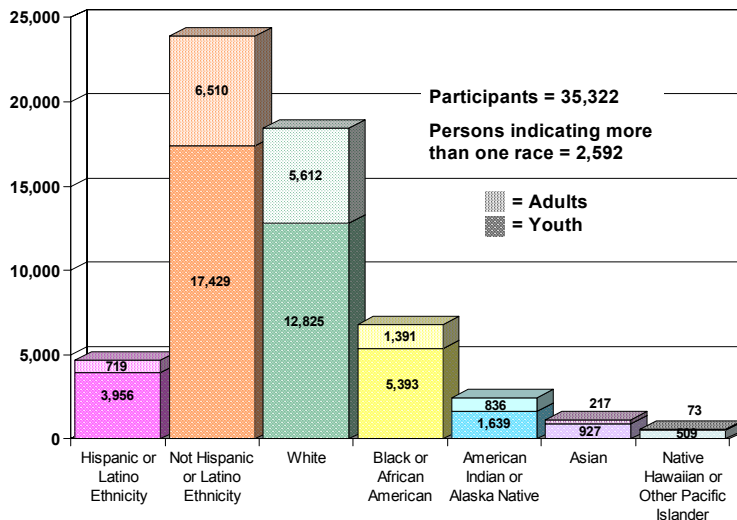
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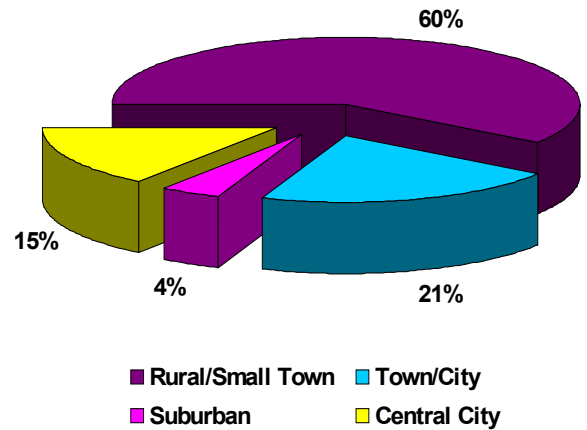
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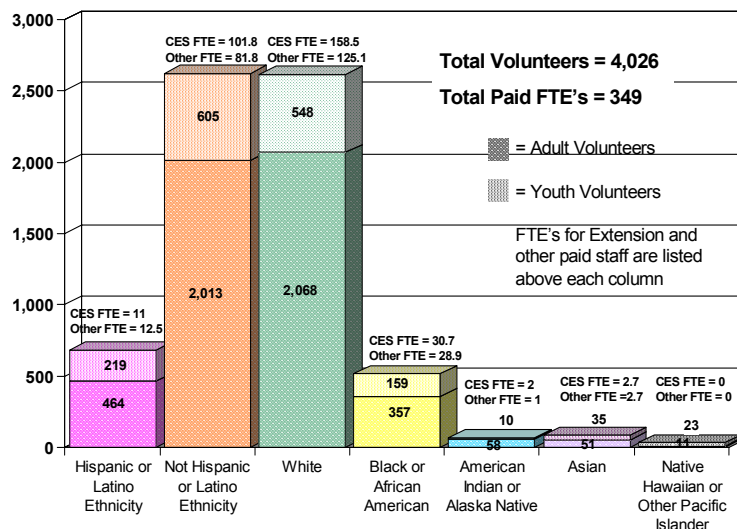
Population Served by Race/Ethnicity



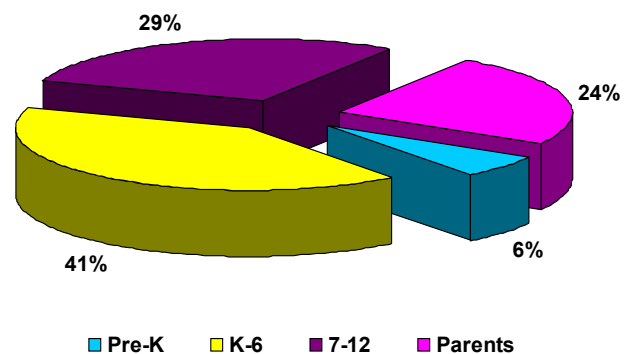
Population Served by Location



Staff by Race/Ethnicity



Participants by Age



Georgia

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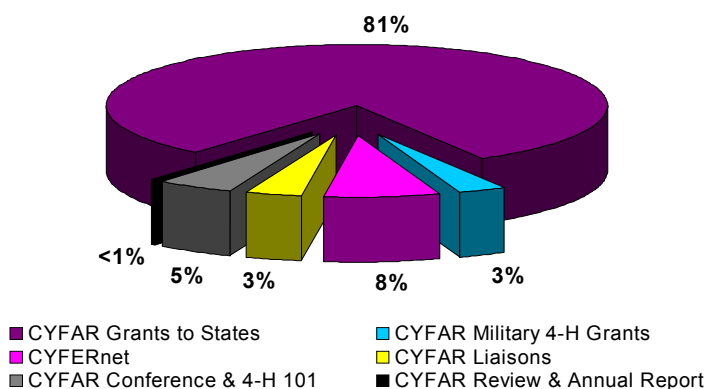
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CYFAR Budget

Of the \$7,178,588 CYFAR program budget in 2005, 84% provided funding directly to universities for community programs. This included CYFAR new and renewal New Communities Projects in 43 states. States matched their CYFAR grants with a minimum of \$2,200,000. The CYFAR share of Military 4-H grants accounted for another \$224,000 that supported county 4-H professionals working with military youth programs.

The remaining 21% of the 2005 CYFAR budget provided a wide range of technical assistance and support to CYFAR community and university staff and programs. Eight percent of the CYFAR budget supported CYFERnet Program, Technology, and Evaluation editorial functions, resources and trainings. Professional development offerings - the CYFAR 2005 Conference, CYFAR Orientation, and 4-H 101 training used 5% of the CYFAR budget. Three percent of the budget funded Cooperative Support Agreements with universities for six CYFAR Liaisons who provided technical assistance to all the CYFAR programs. The CYFAR peer review process and annual report account for the remaining 1%.

2005 Budget Breakdown



\$ 5,779,195 CYFAR Grants to States
 \$ 224,039 CYFAR Military 4-H Grants
 \$ 371,084 CYFAR 2005 Conference & 4-H 101 Trainings
 \$ 545,600 CYFERnet
 \$ 244,590 CYFAR Liaisons
 \$ 14,080 Project Review & Annual Report

TOTAL CYFAR BUDGET: \$7,178,588

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CYFAR Collaborations

While 1890 and 1994 land-grant institutions are not eligible to apply directly for CYFAR Smith-Lever (3d) grants, 1862 institutions are encouraged to collaborate and sub-contract with them. In Kansas, supplementary funds have been added to the original CYFAR grants for collaborations with Haskell Indian Nations University. For the first time, University of the District of Columbia has a CYFAR project through a collaboration with University of Maryland. The 1862 institutions in the states below have collaborations with 1890 and 1994 institutions and tribal reservations as part of their CYFAR grants:

AL - Tuskegee (Macon County)	GA - Fort Valley State University
LA - Southern University	MS - Alcorn State University
MT - Rocky Boy Reservation	NV - Duck Valley Indian Reservation
ND - Standing Rock Indian Reservation	OK - Cherokee Nation
& Sitting Bull Tribal College	SC - South Carolina State
TN - Tennessee State University	TX - Prairie View A&M

Positive Outcomes of CYFAR

CYFAR programs integrate USDA and Land Grant University resources to develop and deliver educational programs that equip limited resource families and at risk youth to lead positive, productive, contributing lives. The programs featured below exemplify success in one of the national outcome areas.

Community Youth Connections/DC Reads, Washington, DC **Project Director: Rebecca Bankhead**

The CYFAR project in Washington, DC, results from a collaboration between Rebecca Bankhead at University of the District of Columbia extension and Maryland's CYFAR project directed by Kendra Wells. The "DC Reads" program is part of the larger "America Reads" program. Historically, the project has worked exclusively with the African American community, but CYFAR funds have been instrumental in helping to broaden the diversity of the "DC Reads" children and youth participants.

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The Community Youth Connections/DC Reads Program currently operates in two Elementary Schools in an after-school setting, 4 hrs per day, and 5 days per week. Students are referred to the program by their classroom teacher and are then tested by the Reading Specialist, Cheryl Fellenz, who determines if they need services, based on reading test results. University of the District of Columbia (UDC) students are paid tutors and each site has a CYFAR coordinator that supervises the tutors. About 10 tutors are employed per site, each works with two elementary school children.

A very well researched and tested curriculum is used to improve reading, and post-tests are administered to measure reading gains by students. The program can demonstrate that significant reading increases can occur after 6 months of this technique. More experienced “senior” tutors also conduct periodic observations/visits to the sites using a checklist to monitor the classroom and teaching environment. Sustainability planning is taken seriously and there are plans to integrate computer technology in the coming program year.

According to “DC Reads” Project Director, Rebecca Bankhead, “Using the funds we received from the CYFAR grant we have hired three new staff people, increased diversity in our program, and developed four new partnerships ... to reach a greater number of children.” Steve Goggin, CYFAR liaison describes “DC Reads” as an excellent program. “The curriculum is solid, the approach is professional, and there is a reasonable and understandable evaluation strategy that demonstrates the degree to which the overall project goal is achieved. The campus staff are both experts in the field of reading literacy and their expertise is reflected in all aspects of the program.

Cultivating Community Strengths Together, Spokane, WA
Project Directors: Tatyana Bistrevsky, Mary Katherine Deen, Louise Parker

In the last decade, more than 20,000 new Russian speaking immigrants have settled in Spokane County. The CCST project focuses on building a sense of belonging among Russian youth and increasing family unity. Slavic youth in 4-H clubs are learning leadership skills, sewing, cooking, computer skills and other valuable life skills. A full day workshop on etiquette included communication skills, teens talking with teens, teens talking with the elderly, respecting and obeying the law as well as etiquette in social situations. Slavic teens participating in the 4-H Know Your Government program are learning about state government and putting their skills to work. Parents welcome the support of the program and the teens are enthusiastic about being better students and helpers in their homes and community.

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Youth Engaged in Technology , Potter & Washington Counties, PA

Project Directors: Dan Perkins, Dan Tanner, Lydia Lee

The Youth Engaged in Technology program is an after-school program for high school youth (in Potter and Washington Counties) that uses technology as a vehicle through which young people are engaged in learning and contributing to their communities. YET is designed to enhance young peoples skills (especially those related to information sciences and technology), social skills, and pro-social skills.

The nature of technology develops the youth's ability to solve problems. For example a youth who was very excited about the use of the robotics kits in the club chose to build and program one of the most complicated Lego robot designs because he wanted to test his knowledge and to challenge himself. On numerous occasions one youth would stay extra hours after the usual YET club hours so he could work on the robot design. He had become so involved with the testing of his design that he did not want to quit. This kind of engagement demonstrates strong intrinsic motivation which has been linked to positive outcomes for youth.



PA Yet members find a geocache

Another example involved a YET member who had spent weekends and after school hours with friends indulging in narcotics and alcohol. By the second half of the school year, this YET member shaped up by getting rid of those friends and making YET a priority by regularly attending the YET club meetings. The student made new friends through the YET club. This YET member made his mother proud when he single-handedly replaced broken components in the family's home computer . The student's mother called the YET club coordinator and acknowledge her child's new found interest and knowledge. Moreover, the mother noted the costs that her youth had saved her in terms of PC repair bills.

Massachusetts

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Michigan

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***Voz de la Familia* — Voice of the Family: Building Strong, Self-Sufficient Families for Rural GA, Colquitt County, GA**
Project Leaders: Luz Cooper, Maily Perez, Debbie Purvis, Chris Adcock, Don Bower, Sharon Gibson

The *Voz de la Familia* program provides educational and leadership development opportunities for families. CYFAR staff provide extensive home-based classes for 54 families, and “Lunch and Learn” sessions and family programs for migrant Head Start, reaching families with 590 educational contact hours during this program year.

Programming is based on participant requests as well as requests from *Voz de la Familia* collaborative partners. CYFAR families selected eight interest areas for the 2004-2005 program year - child education and relationships with schools, family health and safety, nutrition, cancer, diabetes, personal and home security, stress and leadership/personal development.

An example of the family/community-driven CYFAR programming was Colquitt County CYFAR project’s ability to respond rapidly to concerns of the participants and collaborative partners after a series of recent violent crimes against farm workers in the area. Using the “Coping in Unsettling Times” program and bringing in local partners resulted in the defusing of what could have escalated into a highly volatile community-wide problem. The program resulted from conversations between CYFAR parents and the CYFAR home visiting staff around issues concerning family safety and dealing with stress related to fear for family safety.

Voz de la Familia also helped facilitate a community meeting where CYFAR parents and other community members had the opportunity to express their concerns for family and individual safety and bias incidents that might have led to violence against Latinos in the area. The CYFAR partners and coordinators solicited participants for the meeting with representatives from the U.S. Department of Justice. This resulted in an enhanced sense of empowerment within the CYFAR families and the broader farmworker community.

Grupo de las Madres, the lunch and learn community program, provides women with opportunities to meet and exchange ideas and concerns as well as to participate in educational programming. Program topics are identified through informal conversations during the CYFAR home visits and through surveying community partners and the lunch and learn participants.

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Participants in both the *Voz de la Familia* home visiting program and *Grupo de las Madres* are beginning to be seen as leaders in their community, and the local Extension program has been identified as a trusted resource and support to families and community partners due greatly to the community engagement brought about by CYFAR.

Louisiana CYFAR Responds to Hurricanes, LSU Ag Center, Baton Rouge, LA Debbie Hurlbert and Rebecca E. White, Ph.D.

In 2005, the state of Louisiana was hit by two major hurricanes - Katrina and Rita. Hurricane Katrina created additional damage when the levee system failed causing extensive and far reaching flooding of Orleans, Jefferson, St. Bernard and Plaquemines parishes. Nearly one million residents were displaced and 200,000 homes were destroyed.

Focusing on helping families, the CYFAR team responded by adapting existing resources from CYFERnet and other Extension services. New articles were developed and immediately released to Louisiana's 68 newspapers. Recovery fact sheets were developed and made available to field agents to distribute at shelters, businesses, schools, churches and disaster recovery centers. One CYFAR team member participated in an hour-long discussion on families managing stress on a cable station in New Orleans.

Electricity was unavailable for much of south Louisiana from 1- 4 weeks following the hurricanes. Radio public service announcements were developed and distributed to Louisiana's 63 radio stations. Expert interviews were conducted on radio and television, providing viewers with critical hurricane recovery information. One CYFAR team member conducted live interviews that were aired on seven stations in south Louisiana and the international radio station Voice of America.

Hurricane recovery resource kits were developed for agents to reproduce as needed in their local parishes. In Baton Rouge, the LSU AgCenter printing center worked non-stop to print materials for distribution to families. Specially developed Storm Recovery Guides for homeowners and renters were distributed to families in need.

State CYFAR team members provided CYFAR field team members with links to family, child and youth recovery resources as they became available from various trusted sources following the hurricanes. Immediately following the hurricane some CYFAR team members assisted with volunteer efforts at shelters. State CYFAR team members connected field agents to subsequently

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provide Extension recovery outreach to families at disaster recovery centers once those were established in local communities across Louisiana.

Focusing on helping youth, immediately following the hurricanes, CYFAR team members went to shelters with activity materials and games with youth to help them while away the time they spent in shelters and to give their parents a critically-needed break.

Teachers across Louisiana were provided 15,000 “After the Storm” booklets and 10,000 “How Am I?” booklets for use with children of the hurricanes. Hundreds of teachers were also provided additional “Hurricane Recovery Educator Resource Kits” to use with elementary-aged children.



Hurricane damage in Louisiana

After school kits designed to assist field faculty with handling evacuee populations located within their parishes were also assembled and distributed through out the state.

Key members of the CYFAR team were on the LSU AgCenter’s Disaster Recovery Task Force which established a 4-H Youth Development Task Force to concentrate on the needs of youth in the affected areas.

Focusing on helping young children who were victims, faculty members and volunteers across Louisiana told “Character Critter” stories to the young children and gave 3000

“Character Critter” storybooks to 4-6 year olds in shelters. In some locations, children made a “Character Critter” mask or visor as an art project to help fill their time with positive activities while in the shelter. CYFAR team members coordinated and delivered 50 kits containing educational materials to utilize in shelters.

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New York

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Technical Assistance to CYFAR Programs

CYFERnet - Children, Youth and Families Education and Research Network

CYFERnet-Program

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Project Manager: Kerri Ashurst, University of Kentucky.

Editors: Early Childhood - Lesia Oesterreich, Iowa State University

School Age -Maureen Toomey, University of Idaho

Teen - Bill Evans, University of Nevada-Reno

Parent/Family - June Mead, Cornell University

Community - Susan Jakes, North Carolina State University

Health – Judy Branch, University of Vermont.

The CYFERnet-Program team added new resources to the CYFERnet Web site, monitored dead link sites, and responded to general public user questions about resources. A total of 1,329 new resources were peer reviewed, and 1,127 resources were posted to CYFERnet. There are presently 7,195 resources in the database.

Listing current and archived Hot Topics on CYFERnet offered timely research-based information on subjects of wide-spread interest. CYFERnet-Program took a proactive approach to the devastation of the 2005 hurricanes by creating Hot Topics pages for both September and October on “Rebuilding Lives After Katrina and Rita” and “Hurricane Katrina – Stress and Coping, Disaster Resources” respectively. CYFERnet-Program worked with CYFERnet-Technology and the Extension Disaster Education Network (EDEN) to create links between the hurricane resources on the EDEN Web site and the resource lists posted on CYFERnet.

CYFERnet -Program team conducted 16 interactive telephone or Web-based trainings on such topics as Grandparents Raising Grandchildren, Using Computer Labs in Afterschool , Rebuilding Lives after Hurricane Katrina, and Obesity and the Built Environment. Over 400 people participated in the trainings. The CYFERnet-Program team also presented approximately 50 workshops, presentations, and exhibits related to CYFERnet resources.

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California: 4-H Blonco drummers perform in San Francisco Carnaval parade.

CYFERnet
<http://www.cyfernet.org>



Connecticut: 4-H teen facilitator helps youth in the after school computer basics program

A major thrust during the past year was on the development of CYFAR Guiding Principles for Sustainable Community Projects. Working closely with the editorial boards, CYFAR liaisons, and CSREES, the CYFERnet-Program team drafted, revised and formatted the CYFAR Guiding Principles for four CYFAR outcome areas. The Guiding Principles are based on research, empirical information, consensus, and individual experience.

The Early Childhood editor received a planning grant through eXtension titled "Child Care Advisor." The focus of the planning grant is to design an eXtension website delivery system that meets the specific, unique needs of parents and child care providers.

CYFERnet-Technology

***Project Directors: Trudy Dunham and Bob Rubinyi,
University of Minnesota Extension Service***

CYFERnet Technology continues to provide information and communication technology support for the CYFAR program. CYFERnet -Technology supports the information needs of CYFAR faculty and staff through hosting the CYFERnet Web site, online trainings and tutorials for professional development, and providing voice and email reference services. CYFERnet -Technology supports the communication needs of CYFAR through hosting listservs, chat rooms and virtual community spaces. To identify the technology resources, interests and needs of CYFAR, CYFERnet -Technology conducted a needs assessment, responded through workshops presented at the CYFAR conference and the addition of online tutorials, features and resources to facilitate effective technology use. CYFERnet -Technology also staffs CYFERnet exhibits at major Extension conferences to showcase technology resources.

Oklahoma
 "Oklahoma New Communities Project"
 Janice R. Hermann
jrher@okstate.edu
 Stephany P. Parker
steph.parker@okstate.edu

Oregon
 "Engaging Latino Youth and Families in Community-Based Educational Programs"
 Beverly B. Hobbs
beverly.hobbs@oregonstate.edu

Pennsylvania
 "Youth Engaged in Technology"
 Daniel F. Perkins
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 Rama Radhakrishna
brr100@psu.edu

CYFERnet -Technology, in collaboration with National 4-H Headquarters, provides additional support for youth technology programs through advising, planning and coordinating the National 4-H Technology Team, the National 4-H GIS GPS Team, and the National 4-H Technology Conference. CYFERnet averages 10,000 unique users each month, with over 12 million hits annually. The value of CYFERnet was demonstrated in 2005 through acceptance as a full member of the Agriculture Network Information Center (AgNIC), receipt of a Digital Education Achievement award for the goCyberCamp program, and ESRI Special Achievement in GIS award for the work of the National 4-H GIS/GPS Team.



Delaware: Youth learn about owls at a local nature center.

CYFERnet-Evaluation

Project Directors: Sherry Betts and Donna Peterson, University of Arizona; Jay Mancini and Lydia Marek, Virginia Tech

Throughout 2005, CYFERnet -Evaluation team participated in a variety of conference calls and meetings in an effort to provide CYFAR states with current information and evaluation techniques. In addition, consultation and technical assistance was provided to Extension projects on logic model development, program evaluation, and program sustainability resources, materials, and methods. Consultation on Human Subjects/IRB issues related to State Strengthening and New Communities Projects included three “Tools of the Trade” articles published in Journal of Extension on working with third-party Institutional Review Boards (IRBs), working with Tribal IRBs, and continuing IRB review.



Florida: School-age youth enjoy fishing during summer day camp.

The team developed a five-element, evidence-based, CYFAR-specific logic model to guide program development and

Rhode Island

“FACE IT: Families & Communities Engaged in Issues Together”

Phyllis Lamidi
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Marilyn Martin
mmartin@uri.edu

South Carolina

“Building a Heritage, Imagining the Future, and Creating the Present”

Barbara A. Brown
babrwn@clemson.edu

South Dakota

“Shaping Up: Family Style

Ann Michelle Daniels
daniels.michelle@ces.sdstate.edu
Marilyn Rasmussen
marilyn.rasmussen@sdstate.edu



Hawaii: Youth learn team building skills in an activity called "Knots."



Idaho: Children enjoy a creative art activity.

evaluation for new Sustainable Communities Projects (SCPs). A logic model template was developed to aid in logic model completion. Logic model worksheets were included to help with detailing information needed to describe anticipated results and to guide the data collection, analysis, and reporting processes over the course of a project. During the 2005 CYFAR Conference in Boston, the team provided training in logic models, evaluation, and program sustainability based on the resources described.

New resources and websites related to program evaluation and sustainability are continuously posted on CYFERnet. Results of the third round of the Organizational Change Survey were published on CYFERnet in a report titled, "Sustaining Capacity: Round Three of the Organizational Change Survey - Cooperative Extension's Capacity to Support Programs for Children, Youth and Families at Risk." The CYFAR-specific logic model powerpoint presentation and Sustainability powerpoint presentation from CYFAR 2005 are also posted on CYFERnet. The team coordinates a virtual community on evaluation and sustainability for CYFAR projects.

CYFAR Conference

CYFAR 2005, a CSREES sponsored conference addressing poverty, violence, food insecurity, poor healthcare and deficient education for youth in America attracted over 800 participants to Boston, MA, in spring of 2005. The CYFAR program focuses on children whose fundamental needs of safety, shelter, food and care are at immediate risk for not being met. Through CYFAR, CSREES supports programs for at-risk youth and limited resource families as a part of the educational outreach mission of the Land-Grant University System.

The conference attracted adults who work with audiences in urban, suburban, and rural settings, address risk issues for

Tennessee

"Strengthening Community Programs in Tennessee - A New Beginning"
Matt Devereaux
mdevereaux@utk.edu

Texas

"Kids with Biz Ideaz: A New Generation of Possibilities"
Pamela J. Brown
p-brown@tamu.edu
Jeff Howard
j-howard@tamu.edu

Utah

"Youth and Families with Promise - 4-H Academic Allstars/4-H Community Cares"
Kathleen Riggs, Kathyr@ext.usu.edu
Debra Jones, Debj@ext.usu.edu

children, youth and families, and bring technology into communities where there are limited resources and growing needs. Participants included youth and Family Professionals from Land Grant Universities and partnering organizations such as U.S. Air Force, U.S. Army and other federal agencies.

Karen Barshefsky and William Miller, both of the University of Massachusetts, led the planning committee in assembling an exciting, high quality professional development conference. The conference included 3 days of juried workshops, program showcases, poster sessions, and computer labs integrating research, program, and technology. Sharon Fross, Vice-Provost for University Outreach and Continuing Education, University of Massachusetts opened the conference and Cathann Kress, Director Youth Development, National 4-H Headquarters addressed the Essential Elements of 4-H as essential elements of CYFAR programs. She also recognized CYFAR projects in IL, NM, AZ, MI, MO, NC, and NY for successful completion of their 5 year State Strengthening and New Communities Projects.

Keynote speakers, James Garbarino, Pedro Noguera, and Dante Cicchetti, and research lectures by Lisbeth Schorr and Thao Le provided academic grounding for CYFAR work. Three youth groups - The Archdale Steppers from Boston, the Youth & Police in Partnership Program of Children's Services of Roxbury, MA, and the California 4-H Bloco Drum and Dance Group - performed music, dance, and drama during the conference. Four youth from an Army base in Japan filmed the conference and presented their video during the closing session.

CYFAR 2005 Proceedings
<http://www.cyfernet.org/cyfar2005.html>



Kansas: 4-H teens lead jumping jacks and other fitness activities.



Massachusetts: Choosing plants for a community beautification project.

Vermont
"CYFAR New Communities Project"
Ellen Rowe
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Virgin Islands
"Helping Families Help Themselves in the USVI"
Lois Sanders
lsanders@uvi.edu

Virginia
"Leadership Skills for the 21st Century"
Joseph Hunnings
hunnings@vt.edu
Clyde Jackson
cfjack@vt.edu



Maryland: Afterschool youth are engrossed in the "Spider web" element of a challenge course.

4-H 101 Continues to Impact Military and Extension Youth Professionals

Project Director: Marlene Glasscock, Kansas State University

The 4-H 101 training, developed to assist Army Child and Youth Services' staff in establishing 4-H Clubs, continues to make great impact in Military and Extension communities. Staff from all Army and Air Force youth programs have completed 4-H 101 training.

To date, 198 Army staff and 140 Air Force staff in Europe, Korea, Japan, Kwajalein and the United States, 119 Extension/4-H staff, and 10 Haskell staff have participated in one of the fifteen 4-H 101 training conferences. In April of 2005, a second 4-H 101 train-the-trainer program was conducted for 40 Extension personal from 21 states and one territory.

Extension professionals who attended the 4-H 101 training in February of 2004 have reported that their states are using the 4-H 101 for staff development training for Extension and Military. Montana used 4-H 101 for leader training for their new and nearly new leaders. Indiana offered a series of 2-way video trainings based on the 4-H 101 training and handbook. They had 30-50 educators in attendance each time at up to 25 sites around the state. Missouri conducted a statewide 4-H 101 training attended by 60 youth development professionals and volunteers. They also used 4-H 101 as the primary resource for materials for a state volunteer forum. Kansas used 4-H 101 to train military staff at McConnell Air Force Base. All states reported that the 4-H 101 training and handbook were useful resources for their 4-H trainings for staff and volunteers.



Nebraska: Youth learn about the science of bubbles.

The 4-H 101 Manual and Training Materials are available on a CD through Kansas State University. The 4-H 101 Manual will be updated and submitted to National 4-H Headquarters for curriculum jury review.

Washington

"Cultivating Community Strengths Together - CCST"

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Louise Parker

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Washington, DC

"Community Youth Connections/ DC Reads"

Rebecca Bankhead

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West Virginia

"Strengthening and Expanding West Virginia Afterschool Programs"

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Military Partnerships for Youth and Families

Military youth who can “find 4-H” in any of 3150 counties in the U.S. and also on Army and Air Force bases overseas have an immediate connection to other youth and caring adults. Thanks to the work of committed State 4-H Military Liaisons, 4-H programs in all counties across the US are welcoming military youth and their families and military staff are working closely with 4-H educators in those counties. By October 2005, more than 15,000 Army and Air Force youth were enrolled in almost six hundred 4-H clubs all around the world. Army and Air Force staff from all installations have been trained in “4-H 101” and 4-H has become an active partner in a military youth development conference in Europe.

Army Child and Youth Services provides Operation: Military Kids (OMK) grants to states for development of statewide networks of support for “suddenly military” youth of National Guard and Reserve Soldiers. OMK State Teams, including 4-H, Boys and Girls Clubs, the American Legion, Schools, military and non-military youth, and National Guard and Reserve staff, have educated 4,700 citizens in military culture and the impacts of deployment and provided a wide variety of educational and recreational programs for Guard and Reserve children and youth. These include teen speakers bureaus (Speak Out for Military Kids) and Mobile Technology Labs to allow military youth to connect with their deployed parents. OMK teams have distributed 16,000 Hero Packs to say “thank you” to young military children.

National 4-H Headquarters, CSREES partners with Air Force Family Member Programs (FMP) to expand opportunities for Air Force youth in the US and overseas. State 4-H Military Liaisons coordinate work with Air Force installation and county 4-H staff to establish 4-H clubs on AF bases around the world.



New Hampshire: Teens coordinated a community fund day for families.

Operation: Military Kids
www.operationmilitarykids.org



New Jersey: Teens in the nutrition/entrepreneurship program help out at the opening of the county farmstand.

Wisconsin
“Positive Futures”
Gregory Hutchins
hutchins@admin.uwex.edu



New York: Youth Voices theater group involves the audience in a skit at St. Regis Mohawk Reservation.



Ohio: Youth and staff study a tree during a nature hike.

4-H Extension youth development professionals on assignment to Air Force, work in three exciting areas. David Brittain, Youth Development Specialist from North Carolina State University, is based at the Family Member Programs Headquarters and coordinates the AF wide fitness and health initiative “FitFactor.” Sandra Mason, Child Care & Youth Specialist from the University of Maryland, is based at Andrews AFB in Maryland and provides support to Air National Guard Families. Another youth development professional will soon be assigned to Robins AFB, Georgia to support Air Reserve Families.

Arkansas 4-H has partnered with AF FMP to provide children of active Air Force military personnel opportunities to develop life skills in an adventure camp environment. USAF 4-H Adventure Camps were held at the C.A. Vines Arkansas 4-H Center nestled in the foothills of the Ouachita Mountains just 10 miles west of Little Rock in a spectacular setting. Mike Klumpp and Connie Phelps, University of Arkansas 4-H direct the camping program.

The camp, designed around an adventure theme, introduced participants to a variety of outdoor educational experiences. The educational tracks and camping activities were conducted using experiential learning methods, individual and group participation, and achievement. Camp was designed not only to allow youth to learn new life skills, but to be exposed to opportunities to develop socially and personally, develop relationships with peers and adults and increase responsibilities for self and others. Through this program, the youth learned to problem-solve, make social adjustments to new and different people, learn responsibility and gain new skills to improve their self-esteem.

CSREES and Department of Army employees, and colleagues from land-grant universities were honored “for partnering to provide high-quality educational opportunities for Army youth and for integrating the programs into the ongoing work of both Army and 4-H around the world” by CSREES in October 2005.

4-H/Army Youth Development Project

BG John A. Macdonald
Commander
U.S. Army Community and Family
Support Center, Alexandria, VA

M.-A. Lucas
Chief, Child and Youth Services
U.S. Army Community and Family
Support Center, Alexandria, VA

Nancy Campbell
4-H/AYDP Coordinator
U.S. Army Community and Family
Support Center, Alexandria, VA

As a result of their rapid response to needs of military youth and families during high deployment times, 4-H and Extension are recognized as valuable resources for quality youth and family programs and as skilled leaders in catalyzing community action to meet urgent needs. Through these partnership efforts, service members are better prepared to focus on the mission at hand, while confident their children and families are being supported at home. CSREES and Extension are reaching out to yet another new military audience and serving as a model for wise use of public resources.

Military 4-H Grants – Army, Air Force and 4-H

National 4-H Headquarters, U. S. Army Child and Youth Services and U. S. Air Force Family Member Programs continue their commitment to providing military youth around the world the opportunity to experience 4-H clubs on installations and in communities. Military 4-H Grants provide funding through State 4-H Military Liaisons, to counties for establishing 4-H clubs on military installations and for integrating these clubs into the ongoing 4-H program. This funding also provides 4-H opportunities to youth of National Guard and Reserve members who are geographically dispersed.

4-H, Army, and Air Force have collaboratively provided more than two million dollars over 3 years to support 4-H clubs in 31 states and U.S. Territories. While the Army and Air Force have made the commitment to cover all curriculum and registration costs for their youth in 4-H programs, this grant funding is used for staff, enrollment materials, 4-H programs, 4-H media, newsletters, travel for state and county staff to installations, and training for military 4-H leaders.

National 4-H Headquarters received a Department of Defense Certificate of Commendation for “continuous exceptional service



Pennsylvania: YET member tests a silicon wafer at Penn State Nanotechnology camp.



South Dakota: Shape-Up: Family Style participants have a great time in active parachute games.



Virgin Islands: Youth take a closer look at insects during “What’s Bugging You?”

4-H/Army Youth Development Project

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Darrin Allen
Operation: Military Kids Coordinator
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Alexandria, VA



Vermont: "Rainforest at the Crossroads" campers learn about rainforests and the environment.

to the children, youth and family members of our military men and women in uniform around the world" signed by Secretary of Defense Donald H. Rumsfeld.

State 4-H Military Liaisons submit grant applications, serve as project directors for the grants, coordinate statewide 4-H/Military partnerships and educate citizens in the needs of children and youth of military families. The states and territory receiving grants are: Alaska, Arizona, Colorado, Delaware, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Kansas, Kentucky, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, Utah and Washington.

NAE4-HA Awards for Army and Air Force Partnerships

Bergenfeld Receives 4-H/Army Salute Award



Idaho: Youth learn digital video editing and production.

In recognition of outstanding effort and support of Military 4-H Programs, Maureen Bergenfield received the fourth 4-H/Army Youth Development Project Salute Award at the National Association of Extension 4-H Agents Conference in Seattle. Bergenfield is a 4-H agent with Colorado State University Cooperative Extension. CSREES, National 4-H Youth Development Director Cathann Kress and 4-H/Army Youth Development Project Director Nancy Campbell presented the award. Bergenfield has built a strong 4-H club presence at Fort Carson and trained 50 staff members in curriculum, life skills and program basics. Working with the military staff, she also established eleven 4-H community service and project clubs for 225 members ages 5 - 13 and instituted bi-annual mini-fairs at Fort Carson.

4-H/ Air Force Partnerships

Toni Koppen, Chief
Air Force Family Member Programs
U.S. Air Force Headquarters
Washington, DC

Eliza Nesmith
Child & Youth Specialist
Air Force Family Member Programs
U.S. Air Force Headquarters
Washington, DC

David Brittain
Youth Development Specialist
Air Force Family Member Programs
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Roueche Receives 4-H/Air Force Award

Joanne Roueche, 4-H educator and assistant professor from Utah State University, Logan, UT, was the recipient of the first 4-H/Air Force Aim High award at National Association of Extension 4-H Agents Conference in Seattle in November, 2005. Roueche was recognized for her outstanding effort and support of Air Force 4-H programs and her work in the Davis County, UT, community. The 4-H/Air Force Aim High award was presented by Cathann Kress, director, Youth Development, CSREES National 4-H Headquarters and Eliza Nesmith, family member programs specialist, Directorate of Services, U.S. Air Force. Roueche has fostered a close partnership with the staff at the Hill Air Force Base Youth Center that has led to creative and exciting opportunities for military youth and families. As a military mom herself, she understands the stress and hardships that many military families and youth experience and has planned 4-H programs accordingly.



Delaware: Friends experience the joy of reading together.

CSREES/Virginia Tech/Air Force Collaborative Research Projects

Project Director: Sandra Stith, Virginia Tech

Extension professionals and land-grant university social scientists have been collaborating with the U.S. Air Force (USAF) through this partnership since 1995. During FY 2005, this partnership continued the development of several research initiatives begun earlier this decade.

Work on the development of algorithms for estimating family violence in Air Force families solidified and extended previous research efforts by building command support to include family maltreatment issues in the 2005 Air Force Community



Vermont: In search of GPS waypoints GPS in a geocache scavenger hunt.

4-H/ Air Force Partnerships

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USDA/ Air Force Research

Lee Torres
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Chief, Family Advocacy Operations
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Brooks City-Base, TX

Sandra Stith, Ph.D
Air Force/CSREES Collaborative
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Assessment study, tested the validity of family maltreatment questions to be used in that study, and collaborated with Air Force program managers who will plan and administer that study, as well as disseminate the study results. Drs. Amy Slep and Richard Heyman of SUNY Stony Brook continue to lead this research effort.

The Family Advocacy System of Records (FASOR) Database Management Assistance and Data Analysis Project was initiated to assist the managers of the Air Force's Family Advocacy Program (FAP) more clearly understand and effectively use their Family Advocacy System of Records (FASOR) data base as a tool for understanding family maltreatment within the Air Force, and to implement timely and appropriate treatment processes for their clients. The project included the exploration (and critique) of the FASOR data entry system, the associated data base files, and the nature of the interface between each of the data files. Dr. Joel Milner of Northern Illinois University led this research effort.

To provide Air Force family advocacy professionals with easy access to a data base of pertinent literature and studies regarding risk factors for family maltreatment, Virginia Tech screened sources of risk assessment literature, developed meta-analyses, and disseminated findings in a format that is accessible through the AF FAP data entry system. Dr. Sandra Stith led this effort.

The initiative to evaluate the dissemination of reliable family maltreatment definitions and decision processes seeks to improve the processes used by USAF commanders and Family Advocacy program managers to determine if maltreatment has occurred within a family. The project will be expanded over three years to 79 Air Force installations world-wide, requiring extensive training, consultation, and support to all involved bases. Consistent with recommendations of the DoD Domestic Violence Task Force, the USAF's Central Registry Board emphasis on commander involvement in domestic violence incidents is believed likely to increase offender accountability. Drs. Amy Slep and Richard Heyman of SUNY Stony Brook lead this research effort.

CYFAR Home Page:
<http://www.csrees.usda.gov/cyfar/>

CYFAR Community Projects Database:
<http://www.cyfernet.org/databases/cyfarreporting/public/>

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Cover: Ohio CYFAR workforce development program participants experience their first kayak trip during a teambuilding activity..

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